



ARIZONA DEPARTMENT OF EDUCATION  
Tom Horne, Superintendent of Public Instruction

# **LOCAL DIRECTORS MEETING**

## **EVIT**

### **September 20, 2005**

Welcome / State and Federal Updates /  
Staff Introductions  
ADE Announcements and Recognitions  
ACOVA Update  
ACTE Update  
Nontraditional Careers 101 for Educators  
  
CTE Delivery System FAQs  
WIA Update

Milton D. Ericksen  
  
Milton D. Ericksen  
Tony Maldonado  
Pam Ferguson  
Deborah Goalby &  
Bryan McCleney  
Helen Bootsma  
Mike French

## **BREAK**

**30 Minute Rotation**

**Rotation Schedule:**

**1<sup>st</sup> 10:30am to 10:55am**  
**2<sup>nd</sup> 11:00am to 11:25am**  
**3<sup>rd</sup> 11:30am to Noon**

1. Learn How to Meet Your NT  
Performance Measures With The Free  
Online NT 101 Course
2. CTE Delivery System FAQs
3. Staff Discussion Groups

Deborah Goalby  
  
Helen Bootsma  
CTE Staff

# 30 Minute Breakouts

Lecture Hall  
└─→

Tom Bartz  
Jeanne Roberts  
Karlene Darby  
Kerry Budinger  
Roger Ellis  
Rose Hurwitz  
Sam Martinez

Job Development →

CTE  
Delivery  
System  
FAQs

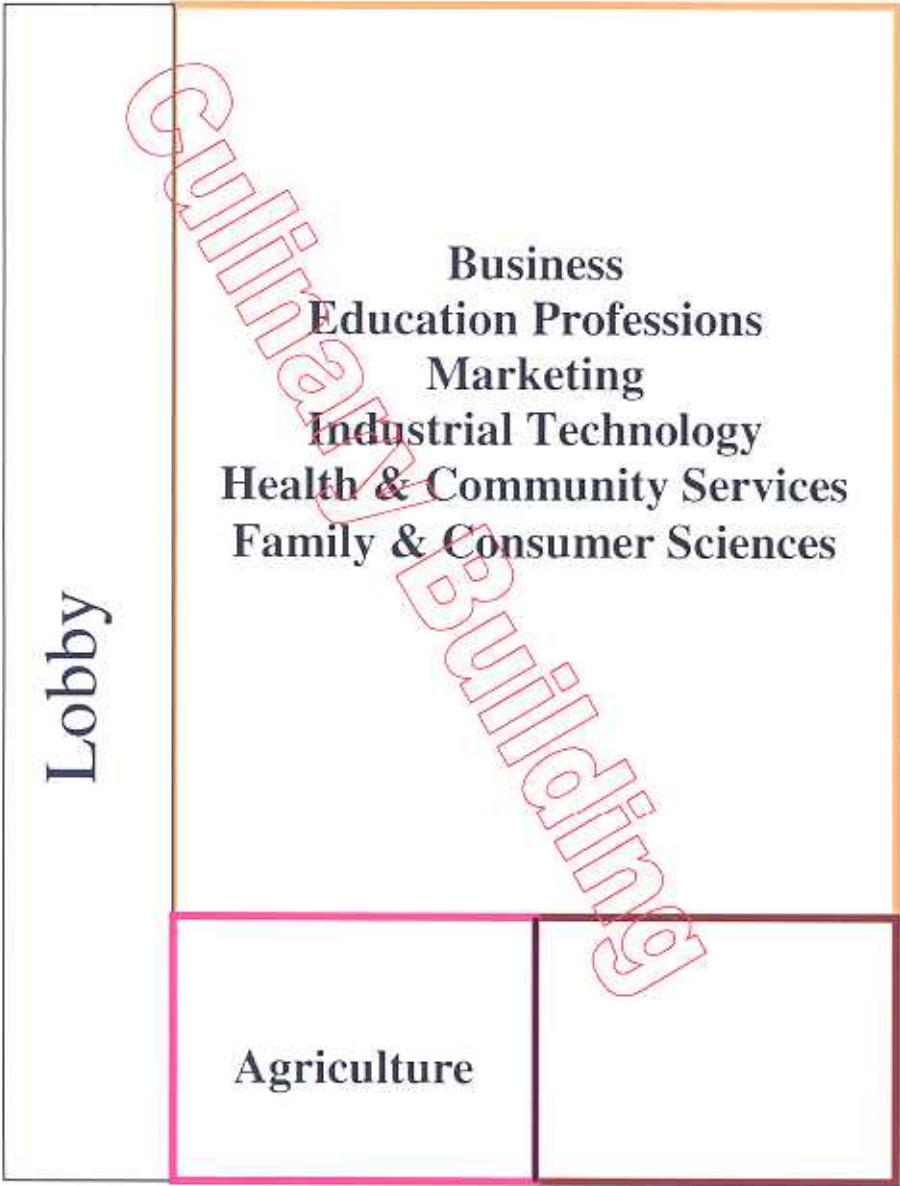


Room  
1160  
└─→

Marilee Johnson  
Penny Legge  
Amy Scott

Enrichment  
Lab →

Learn How  
To Meet  
Your NT  
Performance  
Measures  
With The  
Free Online  
NT 101  
Course



## Local Director Contact Information Form

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Email Address \_\_\_\_\_

Position \_\_\_\_\_

Organization \_\_\_\_\_

District \_\_\_\_\_

CTDS \_\_\_\_\_

Department \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip Code \_\_\_\_\_

Phone \_\_\_\_\_

Extension \_\_\_\_\_

Fax Number \_\_\_\_\_

County \_\_\_\_\_

Name of person you replaced \_\_\_\_\_

*If Mailing Address is a PO-Box Number, Fill This Section*

Physical Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip Code \_\_\_\_\_



## CTE Curriculum Frameworks Update

### **Programs completing the Adaptation/Adoption Curriculum Framework Process:**

CIP No. 01.0100 **Agricultural Business Management-Agriscience**  
(seven options)

*Animal and Plant Sciences, Horticulture, and Renewable Natural Resources have merged into this new framework based on the Career Cluster for Agriculture.*

CIP NO. 15.06.00 **Industrial Manufacturing** (three options)

*Planning and pilot programs are in progress this school year (2005-06)*

- These CTE program curriculum frameworks support *Career Preparation* within the new CTE Delivery System.
- Competency/Indicators have been renamed *Standards/Measurement Criteria*
- *Level II competencies (appropriate for that specific program) have been merged into the new Standards/Measurement Criteria lists*
- These curriculum frameworks will be available on the Tech Prep web site.

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CIP No. 90.0000.10 **Career Exploration (grades 7-9)**

*Career Exploration is the foundation experience within the new (CTE) Delivery System supporting the successful transition to high school Career and Technical Education Career Preparation programs.*

- Completed in June 2005
- Disseminated at various workshops and conferences throughout the summer and school year 2005-06
- Accessible by October 2005 on the Arizona CTE web site under "What's New" <http://www.ade.az.gov/cte/WhatsNew/>
- Accessible by September 2005 on Arizona Tech Prep web site <http://www.aztechprep.org/>
- Implementation of the curriculum framework should be in place by the school year 2007-08



## **New CTE Delivery System (Curriculum Frameworks Update)**

As we continue to move forward towards the implementation of the new CTE Delivery System; one of the steps to be completed is the merging of Levels II and III. Project Directors, selected through Request For Quotes, will be responsible for completing this process for ADE during the next school year (2005-06). Each program identified below will go through a merging process that involves a project team of industry members, program instructors, and ADE staff to determine Level II competencies/indicators that are needed foundationally to support that specific program. The CTE programs in bold indicate that they are also due for a review and upgrading. This task will also be completed by the project team members. All merged CTE curriculum frameworks will be available to stakeholders by July 2006 for implementation in the school year 2007-08.

### **CTE Programs:**

#### **Accounting and Related Services**

Allied Health Services (4 options)

#### **Automotive Technologies (2 options)**

#### **Business Management and Administrative Services**

Construction Technologies (2 options)

Cosmetology

Culinary Arts

Design and Merchandising (2 options)

#### **Drafting and Design Technology (4 options)**

#### **Early Childhood Education**

Education Professions

#### **Electronic Technology**

Financial Services

Fire Science

Graphic Communications (3 options)

#### **Hospitality Management**

#### **Information Technology (4 options)**

Law, Public Service and Security

Marketing, Management, and Entrepreneurship (4 options)

Nursing Services

#### **Radio Television Technology (2 options)**

#### **Welding Technology**

#### **Woodworking**

**\*Bold: needs upgrading process in addition to merging process**

**For more information:**

**Paulett Ellis**

**CTE Curriculum Specialist**

**602-542-5660**

**pellis@ade.az.gov**

8/26/2005



## Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Educational Services  
& Resources Division

September 2005  
Issue 9

# CTE FACTS

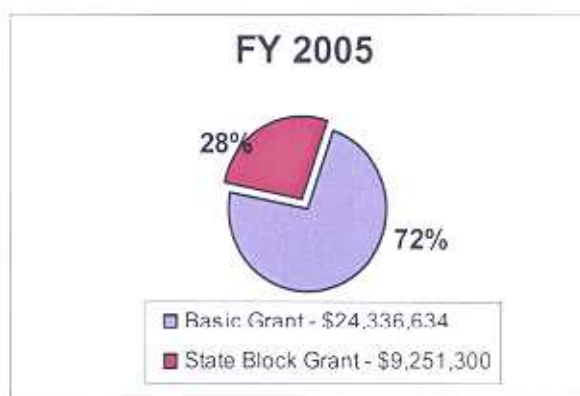
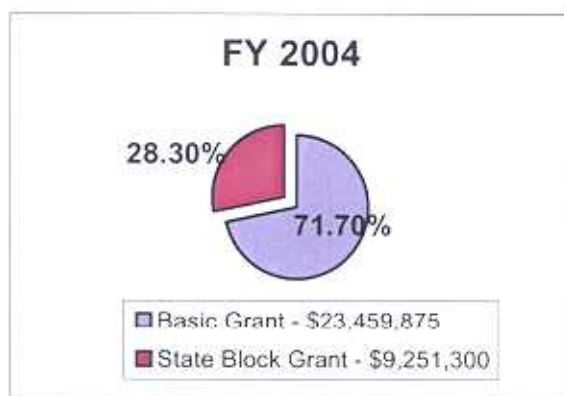
**CTE FACTS** is published monthly during the school year and highlights informative educational statistics related to Career and Technical Education (CTE).

In this first issue of CTE FACTS for the 2005-2006 school year, we will provide you with funding information and CTE enrollment Trends and CTE outcomes. This information will give you a glimpse of Arizona CTE. Please spread the word....

## THE HIGH SCHOOL PICTURE - - ARIZONA

### Funding of CTE

The Career and Technical Education (CTE) Division of the Arizona Department of Education receives federal dollars through the Carl D. Perkins Basic Grant, and state dollars from a state block grant to be used to support approved CTE statewide programs. This is a comparison of the funding received during the last 2 years.<sup>1</sup> Note that the amount of funding for state block grants from the Arizona State Legislature has remained constant, while Perkins funding has increased slightly.



**CTE Vision:** Ensure a dynamic workforce by fully developing every student's career and academic potential.

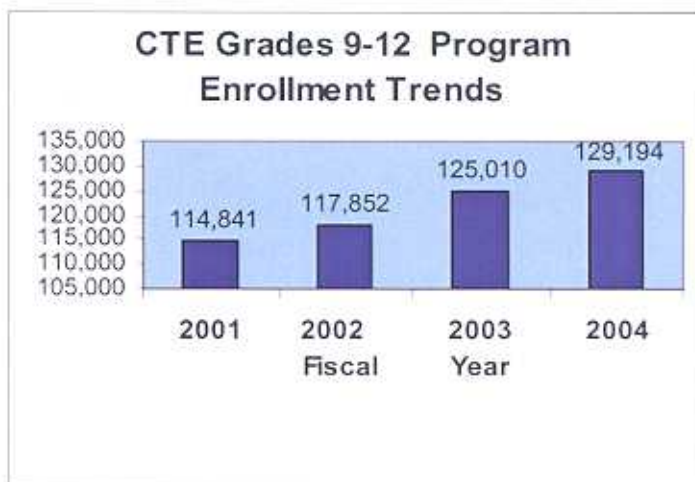
**CTE Mission:** Prepare Arizona students for workplace success and continuous learning.

<sup>1</sup> State FY 2006 BG secondary allocation worksheets (tdavis/H:Excel/excel-2006 BG folder)



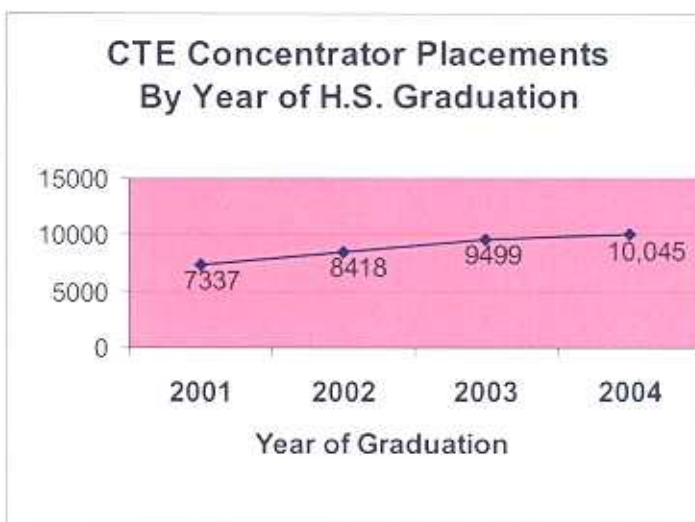
## Enrollment Trends

During the last few years, CTE grades 9-12 program enrollment has been increasing in Arizona schools. Here is a comparison over the years of the number of students who were enrolled in CTE programs. CTE enrollment has increased 12.5% from 2001-2004.<sup>2</sup>



## Concentrator Placements

Concentrators are those CTE high school students who have earned at least two Carnegie units/credits in a single CTE program. This is a comparison of the number of concentrators who were placed in postsecondary education, the workforce or the military after high school graduation. Concentrator placements increased 37% from 2001 to 2004.<sup>3</sup>



## FAST FACTS...

- Eighty-five years ago the federal government first committed to career and technical education as a national priority.<sup>3</sup>
- Nationally, nearly half of all high school students and about one-third of college students are involved in CTE programs as a major part of their studies.
- "Perhaps as many as 40 million adults - - one in four - - engage in short-term postsecondary occupational training (Darkenwald and Kim 1998)."<sup>4</sup>

The contents of this publication were partially developed with funds allocated by the U.S. Department of Education under The Carl D. Perkins Vocational and Technical Education Act of 1998 P.L. 105-332. These contents do not necessarily represent the policy of the agency, nor should endorsement by the federal government be assumed.

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation or age in its programs, activities or in its hiring and employment practices. The following division has been designated to handle inquiries regarding the non-discrimination policies: Administrative Services, 1535 W. Jefferson, Phoenix, AZ 85007 Phone: (602) 542-3186, Fax: (602) 542-3073.

<sup>2</sup> Arizona Department of Education, CTE Unit

<sup>3</sup> The first federal legislation supporting vocational education was the Smith-Hughes Act of 1917.

<sup>4</sup> National Assessment of Vocational Education. Final Report to Congress. Executive Summary. 2004



# Arizona Career and Technical Education (CTE) Frequently Asked Questions (FAQ's) for the CTE Delivery System

## General Information

- 1-Q. Why is the State CTE Advisory Committee along with the Department of Education leading the change from the existing Vocational Technological Education Model to a new CTE delivery system?
- A. The existing model has been in place since 1987. The Arizona Career and Technical Education Delivery System Project Report recommended examining the existing model. The changes are necessary to raise the level of rigor and relevance in preparing Arizona students for workforce success.
- 2-Q. When will schools be expected to implement the new CTE delivery system?
- A. According to the action taken by the State Board of Education on March 28, 2005, the new CTE delivery system will be implemented in school year 2007-2008.
- 3-Q. Is the Arizona Career and Technical Education Delivery System Project Report on the web?
- A. Yes. It is available at <http://www.ade.az.gov/cte/WhatsNew/CTEdeliveryreport.pdf>.
- 4-Q. What are the summary recommendations in the Arizona Career and Technical Education Delivery System Project Report?
- A. Summary Recommendations are listed on page x and xi in the Arizona Career and Technical Education Delivery System Project Report and are listed below:
- a. Develop, with input of all stakeholders, a shared vision and a clear and compelling mission statement. Disseminate widely and use consistently in all communications.
  - b. Increase the access to CTE for more students.
  - c. Eliminate the mandate for the current three levels for the Arizona CTE delivery model. Replace with a set of competencies that are industry determined, reflect the national career clusters, and span grade levels into postsecondary studies. Information is available at <http://www.careerclusters.org>.
  - d. Institute a system of technical assessments for CTE.
  - e. Integrate CTE into the mainstream of high school education in Arizona by strengthening the academic and technical rigor of CTE curriculum and instruction.
- 5-Q. What are the specific sources for answers in this set of FAQ's?
- A. The following sources were used:
- a. Carl D. Perkins Vocational Technical Education Act of 1998 P.L. 105-220
  - b. Arizona Career and Technical Education Delivery System Project Report April 2003
  - c. Arizona State Board of Education Decisions
  - d. Road Map for the Future of Career and Technical Education meetings conducted in 2003 and 2004



### CTE Course Content

6-Q. Will the curriculum framework design process for the CTE programs change?

A. No. The process is a result of two studies sponsored by ADE in the last five years. The process supports the long term strategies for CTE in Arizona and the Arizona CTE Advisory Board goals. The current process includes:

- Identifying national industry skill standards
- Identifying industry recognized assessments/certificates (local and national)
- Developing a design team consisting of a significant majority of industry representation
- Soliciting industry and education representative feedback to validate all the components of the curriculum framework
- Increasing technical and academic rigor by applying higher order skills to program competencies/indicators
- Applying Arizona Academic Standards to program competencies and identifying appropriate Performance Objectives that support improved academic attainment

7-Q. Why is the terminology in the curriculum framework changing from competency to standards/measurement criteria?

A. The terminology has been changed to Standards/Measurement Criteria to provide language that reflects the knowledge/skills/abilities required within CTE programs. The new CTE terminology aligns with verbiage used in state and nation curriculum products. The new terminology also sends a message to all stakeholders of the importance of these standards and the necessary measurable criteria required to successfully attain these CTE standards.

8-Q. What is the new definition of a CTE Standard that is used in the new curriculum framework?

A. The new definition of a CTE standard is very similar to the old definition of a competency. For many years, the CTE Division has used the following definition of a competency, "An educational construct/concept derived from a workplace task, knowledge, skill or ability requirements." The CTE standard definition will be as follows, "A clear and concise description of the knowledge, skill or ability that students need to attain for workforce success and continuous learning."

9-Q. What is the definition of the term measurement criteria that is used in the new curriculum framework?

A. The measurement criteria details the skill level or quality of specific tasks necessary for students to attain the standard. Classroom instruction will address all measurement criteria since the technical assessment(s) will be based on the measurement criteria.

10-Q. Will districts need to revise curriculum for their CTE programs?

A. Yes. When the new curriculum framework is available, the district will need to review and modify as needed.

11-Q. What will happen to the existing Level II competencies?

- A. Curriculum Design Teams will review all the Level II competencies. Design Teams will identify the competencies appropriate for Career Preparation courses. Some of the Level II competencies have already been incorporated into Career Exploration.

12-Q. If Level II courses become Career Preparation courses, will the standards be tracked to include the former Level II competencies or something else?

- A. Once the Design Teams decide which Level II competencies move into Career Preparation, students will be assessed on those Career Preparation standards.

13-Q. If schools have a block system delivering two Carnegie Units, can all the Career Preparation standards be delivered in one year?

Even with the increased emphasis on relevant Career Exploration for all students before entering high school, it is unlikely students can master the standards for a CTE program with two Carnegie Units of instruction. The new frameworks will include additional academic and Career Preparation skills that will require additional classroom time.

### **CTE Course Sequence**

14-Q. May Carnegie Units in Career Exploration be counted for CTE Program Concentrator status?

15-Q. Is Career Exploration a required prerequisite course?

16-Q. Could there be a single magnet school designed to deliver Career Exploration?

17-Q. May Career Preparation courses be taught at the 9th - 12th grade level?

18-Q. Will students be required to complete Career Exploration before they begin Career Preparation courses?

19-Q. Will ADE produce CTE models to illustrate how the new CTE delivery system could work?

20-Q. Is there a State Supervisor for Career Exploration?

21-Q. How will districts describe coherent sequence of courses in the Basic Grant Application?

22-Q. How does a Joint Technical Education District show that Career Exploration and Career Preparation are jointly delivered between a "feeder" campus and a Joint Technical Education District campus?

### **Approved Programs**

23-Q. What are the components of an approved CTE program?

24-Q. Will districts be required to submit a plan for their CTE programs to be approved to transition to the new CTE delivery system?



- 25-Q. What will be required for districts to comply with the coherent sequence in the Basic Grant for a CTE program to be approved?
- 26-Q. What is the definition of a CTE Program Concentrator in the new CTE delivery system?
- 27-Q. What is the “new” definition of a CTE Program Completer?
- 28-Q. Will the definition of Program Completer or Program Concentrator change?
- 29-Q. If a student exits does not complete two Carnegie Units in a CTE Program, before becoming a concentrator, will the CTE program be penalized?
- 30-Q. What is an exit point?
- 31-Q. Will districts be expected to offer multiple exit points for their CTE programs?
- 32-Q. How will districts be reward districts with CTE for providing multiple exit points for students who participate in the complete program?
- 33-Q. Do districts have to collect and report any additional information because a CTE program may have more than one exit point?
- 34-Q. Will some students be grandfathered or will all students start the new CTE delivery system at the same time? How will ADE monitor records for students who are in the CTE system as they complete their program with Career Preparation courses?
- 35-Q. Will union high school districts be required to deliver the Career Exploration standards?
- 36-Q. May districts deliver Career Preparation courses according to their own needs?
- 37-Q. May Career Preparation standards be combined with existing academic courses at the high school level?
- 38-Q. Should districts plan to deliver some of the common standards that address for example employability skills in one course?
- 39-Q. Are Carnegie Units only counted in Career Preparation?
- 40-Q. Will a CTE program’s history in performance measures follow the program into the new delivery system?

### **Professional Development**

- 41-Q. Will the CTE Division be providing professional development focusing on changes in CTE curriculum frameworks?
- 42-Q. Will the CTE Division be providing technical assistance to CTE teachers on industry validated technical assessments?

### **Teacher Certification**

- 43-Q. Will current teacher CTE certification requirements continue under the new CTE delivery system?
- 44-Q. What is an appropriately certified CTE teacher?
- 45-Q. What are the teacher certification requirements for Career Exploration courses?
- 46-Q. What are the teacher certification requirements for Career Preparation courses?
- 47-Q. Will all Career Preparation teachers be required to be appropriately certified for the program to be approved?
- 48-Q. If a Level II teacher is not currently CTE certified, what will this teacher be required to do in order to teach Career Preparation courses?
- 49-Q. Will the current certification requirements for Level II apply to Career Exploration?
- 50-Q. Will the Structured English Immersion (SEI) endorsement be required for CTE teachers?

### **Funding**

- 51-Q. Will districts receive State funding for 10th grade students enrolled in CTE courses?
- 52-Q. If students pass the assessment but do not have seat time, can the district get state funding for the student who "tests out"?
- 53-Q. Do Career Exploration courses generate State funding?
- 54-Q. May Federal Basic Grant funds be used to support Career Exploration courses?
- 55-Q. May districts spend State CTE Block Grant funds on grades 7 and 8?
- 56-Q. How does funding for Career Exploration impact union high school districts and their "feeder districts?"

### **Technical Assessments**

- 57-Q. What is the timeline for all CTE programs to include technical assessments?
- 58-Q. What is the process for the CTE Division to identify appropriate technical assessments?
- 59-Q. Can a student "test out" of a CTE course by passing a CTE assessment and still be a Program Concentrator?
- 60-Q. If a student completes one Carnegie Unit and passes all technical assessments identified for the program, is the student a concentrator who can be reported as a completer?
- 61-Q. Will competency tracking be required for the Career Preparation courses?



62-Q. Who is going to pay for technical assessments?

63-Q. May districts use Basic Grant funds for technical assessments?

DRAFT



# Career and Technical Education in Arizona Gaining Traction

**Vision:** Ensure a dynamic workforce by fully developing every student's career and academic potential.

**Mission:** Prepare Arizona students for workforce success and continuous learning.

## Career and Technical Education Values:

- Strengthening expectations for challenging academic and technical rigor in Career and Technical Education programs.
- Increasing partnerships with postsecondary community colleges to provide a smooth transition in all Career and Technical Education program areas.
- Investing in professional development for Career and Technical Education teachers to result in positive outcomes.
- Maximizing career development opportunities for students at all instructional levels through increased collaboration with academic teachers.
- Expanding community partnerships with business and industry to develop a premier workforce preparation system.
- Preparing students for high wage/high demand occupations and career pathways to enhance the competitive edge and economic development of Arizona.
- Promoting the Arizona Workplace Standards for all students.
- Showcasing innovative and exemplary practices in quality Career and Technical Education programs that include the following elements:
  - *Industry validated curricula*
  - *Integration of academic skills*
  - *Work-based learning opportunities*
  - *Articulation with postsecondary*
  - *Industry partnerships*
  - *Leadership and personal development*



Arizona Department of Education  
Tom Hone, Superintendent of Public Instruction



# **NACTEI**

National Association for Career-Technical Education Information



*Palm Springs*

*Perkins FORE (IV):  
Focusing On REauthorization*

**26<sup>th</sup> Annual  
National Conference**

**May 15-19, 2006**

**Wyndham, Palm Springs**



# National Association for Career-Technical Education Information

## A CALL FOR BREAKOUT/CONCURRENT PRESENTERS

Site: Wyndham Hotel and Resort, Palm Springs, CA

Would you (or do you know of someone who would) like to be a breakout/concurrent session presenter at the 26<sup>th</sup> annual conference of NACTE May 16 – 19, 2006? If you would, please answer the following questions and return the form no later than **SEPTEMBER 1, 2005** (PLEASE PRINT OR TYPE THE FOLLOWING):

Your name:	_____	Date submitted:	_____
Agency	_____	Home Phone:	_____
Mailing Address	_____	Bus. Phone:	_____
	_____	Fax Number	_____
	_____	E-Mail:	_____

Proposed title of presentation: \_\_\_\_\_

Check the appropriate space (s): Will this session be mainly of interest to: \_\_\_\_\_ State Level Secondary; \_\_\_\_\_ State Level Post Secondary; \_\_\_\_\_ Local Level Secondary Directors/Administrators; \_\_\_\_\_ Local Level Post Secondary Directors/Administrators; and/or \_\_\_\_\_ of interest to all levels listed above?

Brief description of presentation (use back of sheet if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**YOUR PRESENTATION:** Would you prefer your presentation to be a \_\_\_\_\_ concurrent session or a \_\_\_\_\_ breakout session (please check one)? If you choose a concurrent session and all concurrent sessions slots are taken, would you be willing to make a breakout presentation: \_\_\_\_\_ yes \_\_\_\_\_ no?

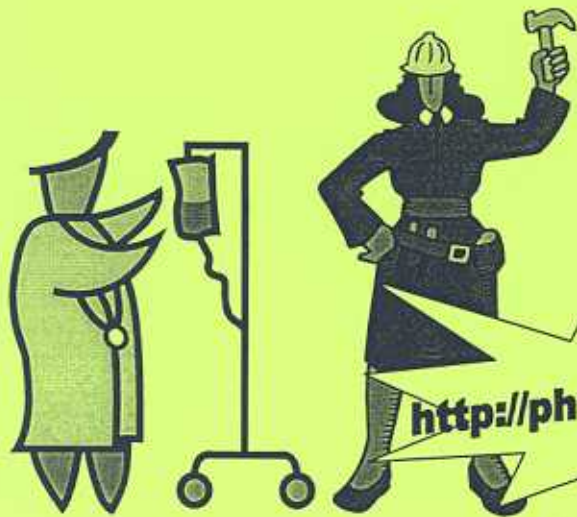
### PRESENTERS RESPONSIBILITIES:

- \* Presenter(s) must register and pay conference registration fee,
- \* All related travel and hotel expenses are the responsibility of the presenter(s),
- \* Presenter(s) is responsible for providing handout materials and,
- \* Presenter(s) must stay in the host/conference hotel.

This completed form needs to be mailed/faxed/emailed no later than September 1, 2005 to:

J. D. Lee  
8408 Skipjack Drive, Indianapolis, IN 46236  
FAX: 317-823-0576 Email: JDMARY@aol.com





<http://phase.arizona.edu>

**WE'RE UP  
AND RUNNING!**

# **NONTRADITIONAL CAREERS 101 for EDUCATORS**

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In collaboration with

**PHASE**

**The University of Arizona**

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[deborahg@ag.arizona.edu](mailto:deborahg@ag.arizona.edu) or (520) 621-3902  
for more information.**



## **PHASE/ADE Nontraditional CTE Program**

### **Workshops/Presentations**

The goal of the PHASE/ADE Nontraditional CTE Program is to increase nontraditional recruitment and retention in Arizona high school CTE programs. We are available to provide the following workshops and presentations at faculty/staff in-service programs, at statewide conferences for educators, counselors, administrators, and students or at other educational workshops or conferences.

#### **Gender, Jobs, Educational Achievement and Career Success (for Students)**

Why do some jobs and careers have mostly men, while other jobs and careers have mostly women? What's the connection between gender and the choices that students make about what to study and which careers to pursue? This interactive workshop will help students examine how gender stereotypes may limit their selection of interesting educational pursuits and exciting career opportunities.

#### **Increasing Recruitment of Nontraditional CTE Students (for Faculty/Staff)**

When students limit their selection of CTE courses and programs based on gender (and other) stereotypes, all of us suffer. Students may not make the best choices for themselves regarding their education and employment goals; student academic achievement and later career satisfaction may suffer. CTE enrollment suffers when half the students don't consider a CTE program. And employers and our workforce suffer when we don't have adequate numbers of trained, enthusiastic workers in key jobs and careers.

This interactive workshop will assist educators (especially CTE faculty and staff, as well as counselors) in examining the importance of nontraditional CTE recruitment, and will provide tools and strategies for effectively recruiting nontraditional students into all CTE courses and programs.

#### **Retaining Nontraditional Students in Your CTE Courses/Programs (for Faculty/Staff)**

Nontraditional students may discontinue CTE courses/programs not because of a lack of interest or aptitude, but because of subtle or overt barriers that discourage their continuing enrollment. This interactive workshop will assist CTE faculty and staff in examining these barriers and provide tools and strategies for effectively retaining nontraditional students in all CTE courses and programs.

#### **Sexual Harassment Prevention (for Faculty/Staff, Students)**

Sexual harassment is a common problem for students, especially nontraditional students in CTE courses and programs. Sexual harassment is also a serious issue in the workplace. All students need information on sexual harassment prevention for their education and later employment.

This interactive workshop will provide participants with information on what is sexual harassment (and how it differs from flirting), different types of sexual harassment, and ways to both prevent and respond to sexual harassment.

#### **Professional Development – *Nontraditional Careers 101 for Educators (NT101)***

PHASE provides professional development resources to Arizona educators, including CTE faculty, counselors and support staff. PHASE and ADE launched a new, free on-line instructional program – *Nontraditional Careers 101 for Educators* – to increase CTE faculty and school counselor skills necessary for the success of nontraditional students. *NT101* includes units on Awareness, Recruitment, Retention, Placement, Resources and Professional Development. Completers of *NT101* receive eight hours of professional development and a certificate of completion. Please contact Deborah Goalby at (520) 621-3902 or [deborahg@ag.arizona.edu](mailto:deborahg@ag.arizona.edu) with any questions.

#### **For Additional Information and To Schedule a Presentation:**

Tim Wernette

PHASE/UA

1230 N. Park Avenue, #209

Tucson, AZ 85721

(520) 626-1654/621-3902

[wernette@email.arizona.edu](mailto:wernette@email.arizona.edu)

[http://www.ag.arizona.edu/fcs/phase/PHASE\\_ADE\\_Partnership/index.htm](http://www.ag.arizona.edu/fcs/phase/PHASE_ADE_Partnership/index.htm)





**Arizona  
Department  
Education  
*and*  
Association  
Career  
Technical  
Education  
Arizona**



*Proudly Announce the Date and Location  
of the*

***ACTE*  
2006 SUMMER CONFERENCE**

**Loews Ventana Canyon Resort**

***and***

**Westin La Paloma Resort**

**July 16th-19th, 2006**



# **Now is the Time To Sign Up for the AZ Policy Seminar 2006**

## **WHO:**

- CTE Teachers
- CTE Students
- School Administrators
- Business Representatives/Advisory Board Members
- School Board Members

**WHAT: 2006 ACTE AZ Policy Seminar**

**WHEN: February 28, 2006**

**Luncheon on the Lawn from 11:30 am –  
1:00 pm**

**WHERE: Arizona Capital Senate Lawn**

## **WHY:**

- To be trained or retrained on how to advocate for CTE
- To advocate for CTE to your state senators and representatives

# **Make an Impact!**



# Arizona Cooperative Education Association

## Fall Conference Registration Form

☐ Registration \$200.00  
(Before November 3, 2005)

☐ Late Registration \$210.00  
(After November 3, 2005)

Registration includes membership to the AZCEA, all meals, all sessions, and additional conference materials.

We understand that not all people can attend all events but we are unable to give discounts for missed events. In order to keep expenses lower, please check the meals that you plan on attending. This is already included in your registration but we would like to give an accurate number.

### AzCEA

☐ Thursday Continental Breakfast

☐ Thursday Lunch

☐ Thursday Dinner

☐ Friday Continental Breakfast

☐ Friday Lunch

Please indicate any special dietary needs (diabetic, vegetarian, etc.): \_\_\_\_\_

### Additional Guest Registrations:

☐ Thursday Continental Breakfast \$15.00

☐ Thursday Lunch \$25.00

☐ Thursday Dinner \$35.00

☐ Friday Continental Breakfast \$15.00

☐ Friday Lunch \$25.00

### TOTAL REGISTRATION:

Registration Total: \$ \_\_\_\_\_

Guest Total: \$ \_\_\_\_\_

Total Remittance: \$ \_\_\_\_\_

Check, money order, or purchase order is to be payable to AzCEA. Please send registration and method of payment to:

Kim Niemi  
c/o Independence High School  
6602 North 75<sup>th</sup> Avenue  
Glendale, AZ 85303  
Fax 623-435-6157

*Registration cancellation after November 10, 2005 is non-refundable. If you should have questions, please call (AzCEA) Kim Niemi at (623) 435-6126.*

**Plan NOW for the 2005 AzCEA Fall Conference  
In Beautiful Prescott, AZ  
Prescott Resort  
November 17-18, 2005**

**Conference Highlights:**

- Career and Technical Student Organization Discussion (CTSO)
- Recruitment Techniques
- Cooperative Education Teacher Training Activities
- Academic Integration
- Employer Relations
- Toastmasters
- Teacher of the Year
- Student Scholarships

Accommodations

Accommodations can be made at the Prescott Resort, 1500 Highway 69, Prescott, AZ 86301, (928) 776-1666 or (800) 967-4637. Reservations need to specify "AzCEA" and must be made by October 29, 2005. Room rates per night:

Deluxe Room (Single or Double) \$85.00

Suite (Single or Double) \$105.00

**AzCEA Conference Registration**

Please check the one that applies:

- ☐ Cooperative Education Teacher
- ☐ Internship Instructor
- ☐ Placement Program Coordinator

- ☐ Vocational Education Administrator
- ☐ Occupational Dean
- ☐ Other: \_\_\_\_\_

Which program or programs you are a teacher/instructor for:

- ☐ Agricultural Education
- ☐ Business Education (COE)
- ☐ Family and Consumer Sciences Teacher
- ☐ DCE      ☐ Internship Program
- ☐ Health Occupations (HOE)
- ☐ Other: \_\_\_\_\_

- ☐ Special Education
- ☐ Industrial Technology Education (ICE)
- ☐ Marketing Education (DECA)
- ☐ Career Center

Name: \_\_\_\_\_

Name of Educational Institution: \_\_\_\_\_

Name of Educational District: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, and Zip Code: \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

\*Please bring an item that could be included in our silent auction to benefit the scholarship fund.





**ACOVA**

*Arizona Council of Occupational and Vocational Administrators*

## ***Fall Retreat***

**November 17-18, 2005**

Retreat starts 10:00 am on the 17<sup>th</sup> and ends with lunch on the 18<sup>th</sup>  
Local Directors meeting is scheduled for November 16<sup>th</sup> at 1:00 pm

At the

### ***Prescott Resort***

1500 Highway 69  
Prescott, AZ 86301  
928/776-1666 or 800/967-4637

#### **Highlights:**

- ♦ Special discussions about national legislative issues by Michael Brustein, Esq., nationally renown expert on educational legislation
- ♦ Discussions about state legislative issues by Chuck Essigs
- ♦ More discussions between mentors/mentees
- ♦ Sessions for new and not so new Local Directors
- ♦ Bring your Basic Grant and Priority Grant for hands-on, how to activities
- ♦ Drawing for free trip to National Policy Seminar in Washington, D.C.



## Registration of \$140.00 includes:

- ✓ Meals: Lunch, Snacks and Dinner on Thursday and Breakfast and Lunch on Friday
- ✓ Materials for the Retreat
- ✓ ACOVA Membership for a Year

### Key Dates:

Hotel Reservation Deadline for Special Room Rate: October 29, 2005. When making reservations please specify that you are a part of the ACOVA meeting.

Single: \$85.00; Suite: \$105.00

Workshop Registration Deadline: November 15, 2005

Mail Registration with Payment (P.O. or Check) to:

ACOVA

c/o Lois Lamer

1003 Desert Jewel Drive

Cottonwood, AZ 86326

Phone: (928) 634-7131

FAX: (928) 649-1775

Email: [llamer@vacte.com](mailto:llamer@vacte.com)

Name of Participant \_\_\_\_\_

School \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State, and Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

E-Mail Address \_\_\_\_\_

\_\_\_\_\_  
Please list any Special Needs accommodations required in the space above.





## **ACOVA Fall Retreat November 17-18, 2005**

### **Draft Agenda**

#### **Thursday**

9:00 a.m.                    **Registration**

10:00 a.m.                **Welcome**—Tony Maldonado, ACOVA President  
**Keynote: The Federal Perspective**, Mr. Michael Brustein, Esq.,  
educational legal expert, Washington DC

12:00 noon                **Lunch**

1:00 p.m.                **The Federal Perspective, Continued**

3:00 p.m.                **Break**

#### **Breakouts Sessions:**

3:15 p.m. –

5:30 p.m.

**Session A                The Next 60 Days—What's Next for Local Directors:**  
Mark Hamilton, Gilbert School District

**Session B                Local Director Mentoring--ACOVA Board**  
Working session for Local Directors to Answer Questions and Work on Reports for the  
Arizona Department of Education

5:30 p.m.                **Dinner and AZCEA Silent Auction**

**\*All Day                ACOVA Help Board: Questions and Suggestions**



**Friday**

7:30 a.m. **Continental Breakfast**

8:00 a.m. **Keynote: Using Career Clusters to Organize CTE Programs,**  
Rich Katt, State Director of Nebraska CTE---PENDING

10:00 a.m. **StrengthQuest,** Rich Katt, State Director of Nebraska CTE  
---PENDING

10:00 a.m. **Break**

**Breakouts Sessions:**

10:15 a.m.

Session A **Understanding Your Budgets and Grant Dollars:** Lois Lamer,  
Valley Academy of Career/Technical Education; Tony Maldonado,  
Mesa School District; Vic Harrel, Dysart School District

Session B **Evaluating Programs:** George Keene, Mesa School District; Jon  
Lindberg, Kingman School District

Session C **Local Director Mentoring--ACOVA Board**  
Working session for Local Directors to Answer Questions and Work on Reports for the  
Arizona Department of Education

\*12:00 noon **Lunch, Drawing for National Policy Seminar and Closing**

\*8:00 a.m. until closing **ACOVA Help Board: Questions or Suggestions from Members**



**ACOVA, ACTEAZ and NAU present:**

## ***Mid-Winter Leadership Conference***

***January 26-27, 2006***

(the Conference starts with lunch after the conclusion of the Local Directors meeting)

**At the  
Prescott Resort  
1500 Highway 69  
Prescott, AZ 86301  
928/776-1666 or 800/967-4637**

### **Highlights:**

- Vision for Arizona Education
- Reinventing ourselves for the changing future
- Impact of organizations on legislation: ABC's of legislating
- Mentoring sessions for Local Directors
- Teaching Parliamentary Procedures in the classroom—how to
- Round Table discussion on issues affecting rural Arizona schools
- Integrating academics in your CTSO activities

Registration of \$175.00 includes:

- ✓ Meals: Thursday---Lunch, Snacks and Dinner;  
Friday---Breakfast and Lunch
- ✓ Materials for the Retreat

Key Dates:

Hotel Reservation Deadline for Special Room Rate: January 02, 2006

Single: \$89.00; Suite: \$109.00

Workshop Registration Deadline: January 20, 2006

☐ Check here if you would like to become an ACOVA member and include an additional \$15.00 to your registration.

Mail Registration with Payment (P.O. or Check) to:

ACOVA

c/o Lois Lamer

1003 Desert Jewel Drive

Cottonwood, AZ 86326

For more information:

Call Susan Cooper at 1-800-522-2283 or 928-523-1398

Name of Participant \_\_\_\_\_

School \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State, and Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_

Fax Number \_\_\_\_\_

E-Mail Address \_\_\_\_\_

\_\_\_\_\_  
Please list any Special Needs accommodations required in the space above.



# On-line Professional Development Project for Arizona's Business Teachers

## —Our 3rd Year

*And it's Bigger, Better, and More Sophisticated*

The goal: to provide quality on-line professional development for Arizona's business teachers. *This year, it gets even better...*



### Professional Development for You

Brought to you by the Career & Technical Education Unit of the AZ Dept. of Education, The Arizona Hospitality Research & Resource Center at NAU, and Arizona Tech Prep



Join other Arizona business teachers on-line and:

- save travel \$\$\$
- save time away from class
- get inspiration and practical tips
- have fun learning

**\$350 per participant**

For more information on this and other Arizona Business Education programs, contact

Dr. Janet M. Gandy at

jgandy@ade.az.gov  
Arizona Department of Education  
www.ade.state.az.us/cte/businesseducation

Share with and learn from colleagues and experts in marketing, accounting, financial services, and business management.

And it's available **24/7 ! On-line from October to May.**

### Save time by collaborating.

As a project participant, you'll have access to:

- In-person orientation and workshops
- Industry and education experts
- Facilitated discussions
- Relevant webcasts
- Other business teachers across the state
- Ready-to-go lesson plans
- Statewide databases
- Library resources—journals, assignments, and more
- Instructional strategies and problem-solving

Arizona's On-line Collaborative Learning Project (OCLP)  
—Brings it all together for you!

### New Features This Year!

- Professional Development (up to 20 PDUs)
- Sharing "Best Practices"
- Resource CD
- End-of-program Assessments
- Better on-line surveys, evaluation and accountability features
- Attention superintendents: Group discounts for districts!

### What you need:

- Web access and browser
- Business applications software

Your school or district pays just \$350 per participant (or even less with group discount)

### How to get it:

Download registration forms on-line at: <http://www.nau.edu/hrm/business/>  
Submit completed forms to [jenny.staskey@nau.edu](mailto:jenny.staskey@nau.edu)

OR —Contact Jenny Staskey for more info: 928-523-1918



Arizona Business Education



NORTHERN ARIZONA UNIVERSITY



[www.aztechprep.org/](http://www.aztechprep.org/)



## HINTS FOR TEACHING STUDENTS WITH MENTAL DISABILITIES

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- Use concrete examples and plain language.
- Physically demonstrate tasks.
- Use large print and color coding when giving written information.
- Break tasks into smaller components.
- Provide extra time to complete a task.
- Repeat information.
- Praise after successful completion of job tasks.
- Don't let your attitudes be a barrier to success.
- Structure the environment.
- Use to visual demonstrate the steps in a task.

Arizona Department of Education  
1535 W. Jefferson, Bin 60  
Phoenix, AZ 85007  
(602) 542-5137

## HINTS FOR TEACHING DISADVANTAGED STUDENTS

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- Use demonstration and hands-on.
- Use positive reinforcement.
- Minimize chance of failure.
- Use computer-aided instruction.
- Utilize peer tutoring.
- Use charts, diagrams, and other visuals.
- Be consistent and fair.
- Use field trips, role models, job shadowing, guest speakers.
- Provide access to appropriate financial assistance.
- Help student establish realistic short- and long-term goals.
- Focus on the student's abilities.
- Check learning style and reading level and adapt materials appropriately.
- Involve student in planning process.
- Use shorter units of work.
- Provide frequent evaluation of student's progress.

## HINTS FOR TEACHING STUDENTS WITH VISUAL IMPAIRMENTS

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- Learn how the student copes with vision problems--some are very skillful in using limited vision.
- Help the student with mobility . . . show where things are located in the classroom/lab.
- If the room is rearranged, be sure the student is informed.
- Provide well-lighted work areas.
- Work surfaces should have the light evenly distributed and be free from glare.
- Work surfaces may need to be adjustable to allow the student to be closer visually.
- Consider adapted software, computers, "talking" equipment and books.
- Read words and figures aloud as you write on the board.
- Allow students to use tape recorders.



## TEACHER'S GUIDE FOR STUDENTS WITH MENTAL DISABILITIES

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Students with mental disabilities are slower intellectually but are capable of learning and performing job skills

Students with mental disabilities are not mentally ill, but may have experienced more failures and frustrations than other workers.

Students with mental disabilities as adults develop adult needs, interests, and feelings.

Most students with mental disabilities do not look "different".

Most students with mental disabilities are dependable and capable of much... even total independence as adults.

## TEACHER'S GUIDE FOR DISADVANTAGED STUDENTS

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Some general characteristics that a disadvantaged student may exhibit are:

Performs poorly on tests.

Has a negative self-concept.

Has frequent absences/tardiness.

Comes from a low income family.

Resents authority.

Lack of parental guidance.

Lack of motivation.

Poor language and vocabulary development.

Lacks appropriate readiness experiences.

Underachieves.

Lacks confidence.

Lacks long-range goals.

Poor reading, writing and/or math abilities.

Learns best by doing.

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1535 W. Jefferson, Bin 60  
Phoenix, AZ 85007

## TEACHER'S GUIDE FOR STUDENTS WITH VISUAL IMPAIRMENTS

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Approximately 80% of all persons with visual impairments have some usable vision.

The term "blind" should be used for persons with complete loss of sight.

The legal definition of blindness indicates that a person's vision, with corrective lenses, cannot be improved beyond 20/200.

For close visual work, modifications may be necessary for students with vision less than 20/60 or if double vision is a factor.

If you are guiding (not pushing) a blind student, let him/her take your arm; you walk slightly ahead.

Do not pet or distract a guide dog.

Other agencies (American Printing House for the Blind, Recording for the Blind) can provide materials.

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(602) 542-5137



## HINTS FOR TEACHING STUDENTS WITH HEARING IMPAIRMENTS

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Understand the degree of hearing loss and the student's method of communication.

Speak clearly and precisely. Avoid exaggerated lip movement. Stand still when speaking. Lighting should fall on your face.

Use written notes, sign language, finger spelling, facial expressions to communicate.

Be aware of safety hazards that require an auditory warning signal . . . flashing lights or vibrators can replace buzzers.

Ask the student to repeat if you do not understand what is being said. Let the student know you are willing to repeat if necessary.

Try amplifiers or headphones.

Use visual and concrete materials.

Utilize an interpreter who can sign while you speak.

Hearing student can take notes on NCR paper for hearing-impaired students.

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## HINTS FOR TEACHING STUDENTS WITH EMOTIONAL DISABILITIES

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Any student at one time or another can experience emotional problems that interfere with activities.

Discuss the emotional problem with the student and ask for suggestions about short or longer term accommodations that may help.

Emphasize anything that can be seen as a positive attribute in the student.

Remove distractions when possible -- repetitious noise, warm or stuffy room.

Avoid surprises or sudden changes in procedures; provide structure and routine.

Inform of difficult or new situations beforehand.

Provide concrete examples.

Be consistent.

Give hyperactive students opportunities to move around constructively.

Use a "time out" area.

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(602) 542-5137

## HINTS FOR TEACHING STUDENTS WITH LEARNING DISABILITIES

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Ask the student about the specific learning disability and what methods of communication work best; for example: verbal versus written, or verbal plus written.

Give small amounts of information at one time.

Give frequent reminders.

When giving directions, keep the wording consistent and uncomplicated.

Pause frequently for questions.

Give positive feedback.

Break down assignments into smaller tasks.

Use visual, auditory and "hands on" methods.

Provide consistency and structure.

Use tape recorders, computers, videos, games, calculators.

Individualize instruction.

Use mnemonics.

Identify person(s) for modeling purposes to enhance self-esteem.



## TEACHER'S GUIDE FOR STUDENTS WITH HEARING IMPAIRMENTS

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Individuals with hearing impairments fall into one of two categories:

Hard-of-hearing individuals have some ability to hear and understand the spoken word. Although some words are audible, they are not always clear. Sounds are not necessarily just softer to a hard-of-hearing individual. Words may be garbled and distorted, making it difficult to understand a verbal message.

Deaf persons cannot hear or understand the spoken word. They may respond to loud noises or vibrations but are usually unable to understand speech without visual cues.

A deaf person's speech or vocabulary does not necessarily indicate intellectual strengths or capabilities.

Deafness does not imply brain damage.

A deaf person can only read 30% - 40% of the sounds of spoken English by watching the speaker's lips.

Many deaf people can speak.

American Sign Language is used by many but not all deaf or hearing impaired persons.

## TEACHER'S GUIDE FOR STUDENTS WITH EMOTIONAL DISABILITIES

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Some of the characteristics that students with emotional problems may exhibit are listed below . . . not every student with emotional problems will display all these characteristics:

Reluctant to participate in group activities.

Negative self-concept and lack of confidence.

Hyperactive.

Frequently disorganized.

Exhibits frequent mood changes.

Appears easily distracted.

May be impulsive, overactive, restless.

Becomes easily frustrated.

Can be inhibited and withdrawn -- will not communicate with others.

Becomes severely depressed easily.

Imagines that the "whole world is against me".

## TEACHER'S GUIDE FOR STUDENTS WITH LEARNING DISABILITIES

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A student with a learning disability has average or above average intelligence.

Learning disabilities vary greatly from person to person. The following characteristics are common:

Difficulty understanding or using spoken or written language.

Difficulty with time, spatial and math concepts.

Difficulty with following directions.

Poor personal organization skills.

Poor physical coordination.

Easily distracted.

Difficulty with numerical concepts.

Negative self-concept.

Frustration.

## HINTS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

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Use demonstrations and hands-on.

Access someone for your class (student, parent, aide) who speaks the student's language.

Use actions, pictures, graphs to reinforce oral statements; limit lecture.

Simplify directions; provide oral and written instructions.

Use bilingual and native-language materials.

Use computers, videos, audio cassettes, language master, flash cards, dictionary/pictionary.

Use group projects, cooperative learning, peer tutoring.

Try to learn a few phrases in the student's language.

Identify a person or persons in the community for "modeling" purposes and job shadowing.

## HINTS FOR TEACHING STUDENTS WITH PHYSICAL DISABILITIES

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Focus on what the student can do instead of stressing what the student cannot do.

### DO NOT IGNORE THE DISABILITY!

Ask the student about the nature of the disability and what accommodations would be helpful.

When talking to a student in a wheelchair, sit down so you are at eye level.

If a student's speech is difficult to understand, don't hesitate to ask him/her to repeat; listen closely.

When it appears a student needs assistance, offer help. The student will accept if needed.

A wheelchair is part of your student's body space. Putting your hands or feet on his/her wheelchair is inappropriate.

If you open a door for a person in a wheelchair, go through the door first and stand behind the open door while the person in the chair goes through.

Use peer volunteers for assistance (hold doors, duplicate notes).

Seat students where they will have easiest access.



## TEACHER'S GUIDE FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

---

Some general characteristics that a(n) LEP student may exhibit are:

Performs poorly on tests.

Has limited proficiency in speaking, understanding and writing English.

A language other than English is spoken at home.

Poor self-concept.

Has not been able to perform successfully in classrooms where the language of instruction is English.

Comes from a different cultural background.

Exhibits fear of school.

Performs below grade and ability level.

Takes longer to complete assignments.

Will say she/he understands, even when she/he doesn't.

## TEACHER'S GUIDE FOR STUDENTS WITH PHYSICAL DISABILITIES

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**CEREBROVASCULAR ACCIDENT (CVA)**  
Stroke; Interruption of blood supply to the brain.

One-sided limitation of coordination, walking, speech.

Injury to the brain.

**HEAD TRAUMA**  
Disturbances of gait, coordination, speech, memory.

**MULTIPLE SCLEROSIS**  
Progressive degeneration of nerve tissue.

Sight, speech, coordination, walking impairments.

**MUSCULAR DYSTROPHY**  
Neuromuscular diseases.

Limitations of use of voluntary muscles, walking.

**PARAPLEGIA**  
Paralysis involving both legs.

**POLIOMYELITIS**  
Viral infection of spinal cord. Limitations of physical activity, walking.